

# Summary of Striving Readers Projects: Targeted Interventions for Struggling Readers

**Table 5: Fidelity of Implementation: Use of Classroom Instruction Models**

Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 1 (2006-07)	Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 2 (2007-08)	Basis for Determining Level of Implementation
<b>Chicago Public Schools, IL</b>		
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>		
Not Available	0% of schools at high fidelity 84% of schools at medium fidelity	Overall fidelity of implementation includes: Teacher/LIT collaboration, direct instruction in comprehension, purposeful assessment & data driven instruction, materials. Based on classroom observations and teacher reports.  Presence of each of 6 components rated on 10-pt scale; scores averaged to create total fidelity across components  High fidelity = average score of 8–10 out of 10 Medium fidelity = average score of 5–8 out of 10
<b>Danville School District, KY</b>		
<i>Learning Strategies Curriculum</i>		
<p><i>Grade 6:</i> Overall implementation of LSC instruction did not reach high fidelity</p> <p>Overall implementation of LSC teacher attendance reached high fidelity</p> <p><i>Grade 9:</i> Overall implementation of LSC instruction reached high fidelity</p> <p>Overall implementation of LSC teacher attendance reached high fidelity</p>	<p><i>Grade 6:</i> Overall implementation of LSC instruction reached high fidelity</p> <p>Overall implementation of LSC teacher attendance did not reach high fidelity</p> <p><i>Grade 9:</i> Overall implementation of LSC instruction reached high fidelity</p> <p>Overall implementation of LSC teacher attendance did not reach high fidelity</p>	<p>Based on classroom observations and teacher reports.</p> <p>Adequate implementation = <math>\geq 70\%</math> of class time spent on LSC instruction</p> <p>Adequate attendance = <math>\geq 90\%</math> of school days</p>

<p align="center"><b>Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 1 (2006-07)</b></p>	<p align="center"><b>Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 2 (2007-08)</b></p>	<p align="center"><b>Basis for Determining Level of Implementation</b></p>
<p><b>Memphis City Schools, TN</b></p>		
<p><i>Read 180 Enterprise Edition</i></p>		
<p>42% of classrooms at adequate implementation<sup>1</sup></p>	<p>58% of classrooms at adequate implementation</p>	<p>Based on classroom observations, teacher and student reports, data generated by SAM data management system and documents related to professional development</p> <p>Each component rated on a 4-point scale; scores averaged to create overall rating</p> <p>Adequate implementation = average score of 3–4 out of 4</p>
<p><b>Newark Public Schools, NJ</b></p>		
<p><i>Read 180 Enterprise Edition</i></p>		
<p><i>Fidelity of Student Assessments</i> 90.9% of classes at full fidelity 4.5% of classes at adequate fidelity</p> <p><i>Fidelity of Time on Instructional Software</i> 65.2% of classes at full fidelity 26.1% of classes at adequate fidelity</p>	<p><i>Fidelity of Student Assessments</i> 100% of classes at full fidelity</p> <p><i>Fidelity of Time on Instructional Software</i> 9.1% of classes at full fidelity 0% of classes at adequate fidelity</p>	<p>Based on administrative data and from READ 180 computerized data systems.</p> <p><i>Fidelity of Implementation of Student Assessments</i> High fidelity = <math>\geq</math> 75% of students with 3 or more SRI tests Adequate fidelity = 50–74% of students with 3 or more SRI tests</p> <p><i>Fidelity of Implementation of Student Time on Instructional Software</i> High fidelity = <math>\geq</math> 75% of students exposed to software 3 times/wk and 15 min/session Adequate fidelity = 50–74% of students exposed to software 3 times/wk and 15 min/session</p>

<p align="center"><b>Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 1 (2006-07)</b></p>	<p align="center"><b>Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 2 (2007-08)</b></p>	<p align="center"><b>Basis for Determining Level of Implementation</b></p>
<p><b>Ohio Department of Youth Services (students in juvenile correction facilities)</b></p>		
<p><i>Read 180 Enterprise Edition</i></p>		
<p>14% of facilities at high implementation 71% of facilities at moderate implementation</p>	<p>43% of facilities at high implementation 43% of facilities at moderate implementation</p>	<p>Based on teacher logs recording daily time allocations per class, weekly observations by the project evaluators, and quarterly technical assistance and observation visits by a representative from Scholastic</p> <p>High implementation = 80 or more minutes of instruction</p> <p>Moderate implementation = 74–79 minutes of instruction</p>
<p><b>Portland School District, OR</b></p>		
<p><i>Xtreme Reading Strategic Instruction Model</i></p>		
<p>45% of schools at high fidelity 33% of schools at medium fidelity</p>	<p>25% of schools at high fidelity 38% of schools at medium fidelity</p>	<p>Teachers rated on % of expected activities completed during an Xtreme reading lesson. Based on classroom observation and teacher reports.</p> <p>High fidelity = fidelity on at least 90% of activities</p> <p>Medium fidelity= fidelity on 80–89% of activities</p>
<p><b>San Diego Unified School District, CA</b></p>		
<p><i>Strategies for Literacy Independence across the Curriculum</i></p>		
<p>No quantitative measures</p>	<p>0% of schools at high fidelity 100% of schools at medium fidelity</p>	<p>Overall fidelity score is sum of 5 equally weighted components of instruction: Coverage of curriculum, use of grade-level texts, scaffolding to independence, assessment of needs/differentiated instruction, metacognition. Based on classroom observation and teacher reports.</p> <p>High level of fidelity = average fidelity score = 2.5 out of 3 across 5 components</p> <p>Medium level of fidelity = average fidelity score 1.5–2.5 out of 3 across 5 components</p>

<b>Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 1 (2006-07)</b>	<b>Evaluator Rating of Fidelity of Implementation of Classroom Instruction Models Year 2 (2007-08)</b>	<b>Basis for Determining Level of Implementation</b>
<b>Springfield and Chicopee Public Schools, MA</b>		
<i>Read 180 Enterprise Edition</i>		
50% of teachers at adequate implementation 0% of teachers at moderate implementation	40% of teachers at adequate implementation 40% of teachers at moderate implementation	Overall fidelity rating includes: Instructional practices, dosage of the class, use of materials and/or technology, use of assessments to inform instruction  Based on classroom observations, staff surveys  Overall score is average of ratings on 4 components on binary scale (1 =adequate/ 0 = not adequate)  Adequate fidelity = average score on adequacy $\geq 75\%$ Moderate fidelity = average score on adequacy 50–74%
<i>Xtreme Reading Strategic Instruction Model</i>		
60% of teachers at adequate fidelity 20% of teachers at moderate fidelity	0% of teachers at adequate fidelity 40% of teachers at moderate fidelity	Overall fidelity rating includes: Instructional practices, dosage of the class, use of materials and/or technology, use of assessments to inform instruction  Based on classroom observations, staff surveys  Overall score is average of ratings on 4 components on binary scale (1 =adequate/ 0 = not adequate)  Adequate fidelity = average score on adequacy of components $\geq 75\%$ Moderate fidelity = average score on adequacy of components between 50–74%
<i>Source: Striving Readers Year 2 Evaluation Reports (available at: <a href="http://www.ed.gov/programs/strivingreaders/performance.html">http://www.ed.gov/programs/strivingreaders/performance.html</a>)</i>		

<sup>i</sup> Memphis included professional development in their classroom fidelity ratings. That PD variable has been excluded from this classroom rating in order to be consistent across sites.